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ABSTRACT

This final report of a federally funded demonstration project describes the impact of Project TEEM (Transitioning into the Elementary Education Mainstream). Project TEEM worked to enable school systems to implement a transition planning process for moving preschool-aged children with handicaps from early childhood special education programs into the local elementary school mainstream, and to provide support for families participating in the planning process. Project TEEM did not specify a standard transition model; rather, it specified a planning process for schools to develop their own individual transition procedures utilizing a broad-based planning team. The TEEM model identified critical steps in successful transition, and identified objectives and accompanying activities which must occur in order for a school system to successfully develop and implement a systematic transition process. The report includes results of a project evaluation and a list of training, dissemination, and other activities conducted during the 3 years of Project TEEM. Appendices contain a list of best practices for effective transition and integration of learners with handicaps, a transition planning packet, a checklist for evaluating transition planning processes, a brochure for parents, and survey forms for families and professionals. (JDD)

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Handicapped Children's Early Education Assistance Demonstration Project

CFDA 84.024A

TRANSITION:
A Model For The Transition of Handicapped Children From Essential Early Education Programs To Regular Public School Programs In a Rural Setting

FINAL REPORT

CENTER FOR DEVELOPMENTAL DISABILITIES
A UNIVERSITY AFFILIATED FACILITY SATELLITE
COLLEGE OF EDUCATION AND SOCIAL SERVICES
UNIVERSITY OF VERMONT
BURLINGTON, VERMONT 05405

SEPTEMBER, 1988

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This final report of the OSEP, HCEEP non-directed demonstration project, **Project TEEM** (Transitioning into the Elementary Education Mainstream), administered by the Center for Developmental Disabilities, University of Vermont, describes the impact of **Project TEEM** in enabling school systems to establish and implement a transition planning process for moving preschool-aged children with handicaps from early childhood special education (ECSE) programs into the local elementary school mainstream, i.e., kindergarten, and providing support for their families to participate in the planning process.

A Systematic Transition Process

Prior to the 1985 - 1986 school year, school districts in Vermont had not adopted systematic procedures for transitioning children from ECSE programs into their local elementary schools. During the three years (September 1, 1988 - August 31, 1988) of **Project TEEM**, project staff worked with families and school personnel in five of Vermont's 59 school districts (Addison Northeast, Grand Isle, Montpelier, Washington Central, and Washington South) served by three ECSE programs to assist them in developing and implementing a transition process. During the third year of **Project TEEM**, eight additional districts in Vermont requested presentations/workshops on **Project TEEM** or project assistance in developing transition procedures.

The TEEM Model

The **Project TEEM** model enables school systems to establish and implement a transition planning process which meets their unique needs. The model is designed to address the concerns with, and barriers to, entry into the public school expressed by families and professionals, promote the implementation of best practices, and facilitate the transition of all children with handicaps from ECSE programs into the regular kindergarten classroom and elementary school mainstream.

The **TEEM** transition model does not specify a standard transition model; rather, it specifies a planning process for schools to develop <u>their own</u> individual transition procedures. The planning process includes a team of parents, ECSE staff, regular and special educators, and administrators, thus assuring broad-based ownership and continued implementation of the transition model developed by the planning team. Additionally, implementation of the transition model assures that LRE placement options within local schools are addressed, effectively reducing the need for placing children in out-of-district segregated special education programs.

The **TEEM** model has two major components:

Component 1. **Critical steps and accompanying best practices for transitioning young children.**

Component 2. **Guidelines for systems to develop a transition process which incorporates the best practices.**

Component 1: Critical Steps/Best Practices

The **TEEM** model has identified six steps which are critical for successfully transitioning a child from ECSE programs into the local kindergarten and elementary school mainstream. These steps are: 1) establishing a transition planning team comprised of all key individuals, 2) informing and involving the child's family, 3) preparing the child and local elementary school prior to placement, 4) planning the child's social and educational integration, 5) monitoring and supporting the child's placement, and 6) planning future transitions. The model incorporates a number of best practices within and across these six steps which any transition process should include. (Please refer to Appendix A.)

Step 1. Establishing a transition planning team comprised of all key individuals. Individual planning teams, composed of the child's parents, ECSE staff, regular and special educators and administrators, and other individuals who are or will be involved with a child's educational program, collaborate to share information about the child, contribute their individual expertise, and develop a plan for transitioning the child into the local elementary school. Such a plan specifies activities, responsibilities, and timelines to insure sufficient and timely communication and planning. Often a "transition coordinator" is identified who coordinates the process.

Step 2. Informing and involving the child's family. Families are an integral part of transition planning and need information which will allow them to contribute to the planning process and make informed decisions about their child. It is important that there are procedures to inform families about transition in general, i.e., the LEA's transition policy, the proposed transition for their child, and the transition process of the local school district or elementary school. Families must be provided with support and opportunities for involvement in the transition process

for their child at all stages. An assistant principal from one of the **Project TEEM** model sites noted the importance of giving parents choices and allowing them decision-making power so that they truly feel an integral part of their child's transition planning team. Parents should be members of the individual planning team, share information about their child and their goals for him or her, observe future placement options in order to make informed decisions, provide input into their child's educational program, decide upon a home-school communication plan which is satisfying to them and to the elementary school staff, and be involved in monitoring their child's progress in the elementary school. Several of the public school staff participating in **Project TEEM** noted the need to establish and take advantage of informal contacts with families, e.g, talking with families in the community, making contacts when parents visit the school. Several parents from the five participating supervisory unions participated in developing the district or school-wide procedures discussed under **Component 2.**

Step 3. Preparing the child and local elementary school prior to placement. It is important to prepare the child to participate as successfully as possible in future environments. By observing the elementary school and classrooms, and interviewing receiving elementary school staff, ECSE staff can identify the skills which are critical for functioning in the local elementary school settings. Once these skills are identified and a determination made of which skills need to be addressed for a child, staff can incorporate these into the child's IEP during his or her last year in the ECSE program. In addition to identifying critical skills, the ECSE staff can also identify the teaching practices used in the local elementary school classroom and incorporate these in the child's instructional program and preschool setting(s). Please refer to Appendix B for the Transition Planning Forms that have been developed by **Project TEEM** to assist school districts with this step.

It is also necessary to prepare the local elementary school prior to the actual transition. The amount and type of this preparation will vary according to the individual needs of the entering child. Budget requirements of individual schools necessitate identifying any required adaptations (e.g., installing an elevator in the school building, hiring a paraprofessional) **at least** one year before the child transitions. It is particularly important to have adequate preparation for those children who have difficulty acquiring, or are unable to acquire, the skills identified as critical for functioning successfully in the local elementary school. For some children, the team may need to identify strategies for integration (e.g., using a

"peer buddy"), identify necessary curriculum adaptations and other training needs, acquire appropriate resources, and identify any additional resources necessary to facilitate the child's transition and integration. Several planning teams have stressed the importance of having community involvement and making school board members aware of all the issues and needs for children entering the local elementary school, since community members may be asked to vote for a bond issue for adaptations and/or equipment.

Step 4. Planning the child's social and educational integration. The individual planning team is responsible for developing a placement plan for each child which includes: a) recommended educational goals, objectives, and instructional procedures to be used in the next placement; b) procedures and strategies for social and academic integration; and c) procedures for gaining access to the expertise of the child's previous teachers after the child transitions. The placement plan is designed by examining the routines and demands of the local elementary school mainstream and identifying the needed resources and strategies for placing and maintaining the child in this setting. The plan represents the team's final efforts for insuring that the child's transition into the least restrictive school setting occurs without interruptions in the provision of services.

Step 5. Monitoring and supporting the child's placement. The planning team should develop procedures for monitoring child progress in the new placement prior to his or her transition and implement the procedures once the transition takes place. If the plan is not working effectively and the child and/or teacher(s) are experiencing difficulties, then the team must identify procedures to address these difficulties. In addition, the development of a monitoring system can apply to children who transition from ECSE programs, but who are not eligible for school-age special education services.

Step 6. Planning future transitions. The transition process should include procedures to insure that the child will continue to make successful transitions from kindergarten to first grade, first grade to second grade, etc. The scope and membership of the child's individual planning teams will change to include key personnel from these successive settings. The child's "new" planning teams would be responsible for repeating the transition process outlined previously in order to continue smooth transitions and maintain successful integration for the child.

Component 2: Guidelines for Systems to Develop a Transition Process

Project TEEM, through its work with the five supervisory unions, identified a number of objectives and accompanying activities which must occur in order for a school system to successfully develop and implement a systematic transition process which addresses the best practices discussed earlier.

Objective 1: Elicit system-wide commitment and involvement. It is critical to gain commitment and involvement from identified key people prior to establishing and implementing a district or school-wide transition process. This will insure that there is shared ownership for the educational programming and placement of all children. These key people include: families, principals of local elementary schools, the special education administrator, ECSE staff, regular educators (at least kindergarten and first grade teachers), speech-language pathologists, learning specialists, paraprofessionals, and other relevant district personnel from both the ECSE program and receiving elementary school. Any transition planning process should reflect the input of these individuals.

Activities:

a. ECSE staff meet with Special Education Administrator to discuss rationale/need for transition process. Identify how to gain administrative (i.e., superintendent, principals) support.

b. Meet with administrators to discuss rationale/need for transition process. Gain administrative commitment for developing the process, e.g., providing release time and substitutes for staff inservice and planning meetings, arranging for recertification for staff who want to be involved in developing the transition process.

c. Create district-wide awareness of administrative commitment to developing a transition process, e.g., send out letter to district personnel, discuss at staff meetings, and determine level of interest and support among staff for establishing a transition process.

d. Gain commitment from the administration to schedule inservice training or series of meetings to develop the transition process.

Objective 2: Establish district or school-based transition planning team. There may be either a district or school-based planning team, composed of representative parents, ECSE staff, and regular and special educators and administrators from the local elementary schools, responsible for developing transition procedures for all children. The districts participating in **Project TEEM** established transition planning teams at an initial inservice day. Grand Isle and Washington South Supervisory Unions each formed one team composed of representatives from elementary schools in the districts and drafted district-wide transition procedures. The elementary schools in the Addison Northeast, Montpelier, and Washington Central Supervisory Unions formed individual teams and drafted school-based procedures. The teams included parents, principals, special education administrators, early childhood special education staff, kindergarten and first grade teachers, speech-language pathologists, learning specialists, and paraprofessionals.

Activities:

a. Plan and schedule inservice or meeting with district personnel and interested parents. Identify technical assistance or other resources, e.g., written materials, audio-visual materials, needed for inservice/meeting.

b. Communicate information and date of inservice or initial planning meeting to district staff, parents, and other relevant individuals, e.g., private preschool teachers, Head Start teachers.

c. Hold inservice or meeting. Share goal of developing a transition process and discuss issues around transitions. Form district or school-based planning teams, including parents, and schedule follow-up meetings to draft transition procedures. Table 1 specifies sample agendas for a full-day inservice or initial meeting.

TABLE 1

Inservice and Initial Meeting Agendas

Inservice Agenda

8:15 a.m. - 8:45 a.m.	- Registration
8:45 a.m.	- Overview of Schedule and Introduction of Facilitators
9:00 a.m.	- Information About Early Childhood Special Education (ECSE)
9:25 a.m.	- Rationale for Transition Planning/Historic Overview of Transition Projects, Including Project TEEM
9:50 a.m.	- BREAK
10:10 a.m.	- Cooperative Teaming Principles
10:30 a.m.	- Presentation of Case Studies
10:50 a.m.	- Issues Around Transitions: Small Groups Identify Barriers to Transition Based Upon Review of Case Studies
11:30 a.m.	- Large Group Presentation: TEEM Transition Model
12:15 p.m. - 1:15 p.m.	- LUNCH
1:15 p.m.	- Large Group: Review Cooperative Teaming Principles & TEEM Model
1:40 p.m.	- Small Groups: How Can the TEEM Model Address Identified Barriers to Transition?
2:40 p.m.	- BREAK
2:50 p.m.	- Form District-Wide or Individual School Teams to Draft Transition Procedures - Schedule Initial Follow-Up Meeting - Identify Additional Technical Assistance Needed
3:30 p.m.	- Evaluation of Workshop - Distribution of TEEM Materials - Closing Comments

Meeting 1

1. Introductions.
2. Discuss rationale for having a formal transition process and desired outcome of a formal process.
3. Discuss current transition practices and past difficulties in transitioning - discuss how a formal process could address these difficulties.
4. Decide upon format for procedures, i.e., district-wide or school-based, and form school-based or district-wide planning teams, including parent(s), to draft transition procedures.
5. Distribute transition materials, e.g., Project TEEM materials - (**Best Practices in Transition Planning, Critical Components**), **Checklist for Evaluating Current Transition Planning Processes and the Implementation of Recommended Activities, Activities and Timelines for Transition Planning, (Sample Transition Procedures).**
6. Identify possible additional technical assistance needed, e.g., Project TEEM staff attending meetings, recruiting personnel from sites with an established transition process.
7. Schedule Meeting 2.

Objective 3: Draft written transition procedures. Written procedures for transition planning will serve to coordinate the efforts of all individuals who are, or will be, involved in transitioning a child from the ECSE program into the local elementary school. These procedures should address the best practices outlined earlier, and promote timely and systematic transition planning by specifying activities, person(s) responsible, and timelines. It is anticipated that a minimum of eight meetings, including the initial meeting, will be necessary to draft district or school-wide transition procedures. The number of meetings required to write transition procedures will vary according to specific need.

Activities:

a. Hold follow-up meetings (to Meeting 1) to draft written procedures. Table 2 lists recommended activities to occur during these planning meetings. Appendix C contains a copy of Grand Isle Supervisory Union's district-wide transition procedures.

TABLE 2

Follow-Up Transition Planning Meetings Agendas

MEETING 2

1. Develop philosophy around transition planning to guide development of transition process.

2. Schedule Meeting 3.

MEETING 3

1. Review/approve drafted philosophy statement.

2. Review **Project TEEM** materials distributed at Meeting 1. Begin to assess current transition practices, using **Checklist for Evaluating Current Transition Planning Processes and the Implementation of Recommended Activities** (see Appendix D).

3. Schedule Meeting 4.

MEETING 4

1. Complete assessment of current transition activities.
2. Prioritize areas to be addressed in transition process.
3. Identify needed technical assistance.
4. Schedule Meeting 5.

MEETING 5

1. Begin to draft (or refine current) transition procedures.
2. Identify needed technical assistance.
3. Schedule Meeting 6.

MEETING 6

1. Continue drafting/refining transition procedures.
2. Identify needed technical assistance.
3. Schedule Meeting 7.

MEETING 7

1. Complete draft of transition procedures.
2. Develop plan for sharing procedures with rest of district staff and eliciting input from them.
3. Schedule Meeting 8.

MEETING 8

1. Review input from district staff and revise/finalize transition procedures as necessary.
2. Plan next steps, e.g., share draft with administrators and school board members to ratify procedures.

Objective 4: Implement district transition process. Appendix B contains transition planning forms developed by **Project TEEM** to assist in the implementation of the transition process.

Objective 5: Evaluate and refine district transition process. It is important for the school districts to establish a mechanism and timelines for evaluating and refining their transition process, particularly during the initial years. Data concerning the implementation and outcome of the transition process needs to be collected for individual children. **Project TEEM** has developed evaluation surveys (see Appendix E) for both professionals and family members to complete and share with each other for the purpose of evaluation/revision.

Activities:

a. Schedule meeting(s) to review transition procedures and completed surveys and discuss needed revisions based upon data collected during implementation.

b. Incorporate revisions into district/school transition procedures.

Significant Accomplishments/Activities

Table 3 lists training, dissemination, evaluation, and other significant activities conducted during the three years of **Project TEEM**. During the three years, over 100 parents and public school personnel were trained by project staff to develop and implement a transition process.

TABLE 3

Summary of Significant Accomplishments/Activities

September 1985 - August 1988

DATE	ACCOMPLISHMENTS/ACTIVITIES
September 1985 - November 1985	Project staff meet with individual schools to establish rapport, share general information on the transition model, and present shortened transition timeline for students transitioning into local elementary schools in Fall 1986
January 1986	Participating five supervisory unions (Addison Northeast, Grand Isle, Montpelier, Washington Central, Washington South) begin transition process for learners entering elementary schools in Fall 1986, based on shortened transition timeline
March 1986	Workshop 1 - Formal presentation of project transition model to five supervisory unions. Large and small group discussion of model and request for individual schools and/or districts to develop written transition procedures
Spring 1986	Individual elementary schools in Addison Northeast Supervisory Union develop written transition procedures
Spring 1986	Individual schools/districts begin transition process for learners entering local elementary schools in Fall 1987
May 1986	Conference presentation - "The Vermont Conference on Exemplary Practices in the Education of Students with Severe Handicaps", Burlington, VT
June 1986	Workshop 2 - Addison Northeast Supervisory Union develops district-wide transition policy statements
August 1986	A chapter outlining "best practices" in transition planning is written for the State of Vermont EEE manual "Guidelines for Planning and Implementing Essential Early Education Programs in Vermont"

August 1986	Workshop 2 - Grand Isle Supervisory Union develops district-wide written transition procedures
September 1986	Project evaluation plan is finalized
September 1986	"Best Practices Checklist for Evaluating Written Transition Procedures" is developed
September 1986	Conference presentation - New England TASH Conference, Worcester, MA
October 1986	Workshop 2 - Montpelier, Washington Central, Washington South Supervisory Unions - formal presentation and small group practice of skills to use for working cooperatively in school transition planning teams
October 1986	Conference presentation - Northeast Regional Conference of the National Society for Autistic Children, Merrimack, NH
October 1986	Conference presentation - "Every Child is a Promise", No. Falmouth, MA, sponsored by the State of Massachusetts and the Northeast Regional Resource Center
October 1986	Conference presentation - School Integration Conference for the Wisconsin Coalition for Advocacy, Madison, WI
November 1986	Six of seven participating elementary schools across Montpelier, Washington Central and Washington South Supervisory Unions complete written transition procedures
November 1986	Conference presentation - TASH Conference, San Francisco
November 1986	Seventeen of 18 elementary schools across the five supervisory unions have written, and are implementing, transition procedures for students entering local elementary schools in Fall 1987 and Fall 1988 (see Appendix C for copy of Grand Isle Supervisory Union's procedures)

March 1987	Workshop 3 - "Family Involvement in Transition Planning" - presented by Lisbeth Vincent of University of Wisconsin-Madison to 100 parents and public school personnel across the Addison Northeast, Grand Isle, Montpelier, Washington Central, and Washington South Supervisory Unions
April 1987	Young Adult Institute films two half-hour tapes on transition planning in the Addison Northeast, Grand Isle, Montpelier, and Washington Central Supervisory Unions for inclusion in its "Children with Special Needs" videotape series
May/June 1987	Presentations of **TEEM** model to parents, ECSE staff and public school personnel in Rutland Central, Barre City, Franklin Northeast, Franklin Northwest, and Chittenden Central Supervisory Unions to assist them in establishing (and refining current) transition procedures
May/June 1987	Articles on **Project TEEM** published in CDD Newsline, New England Index, SpecialNet, Champlain and Vermont ARC Newsletters, VT I-Team Newsletter, VT AEYC "Connections", VT CEC Newsletter
August 1987 - May 1988	Technical assistance provided to parents, ECSE staff and public school personnel in Barre City Supervisory Union to enable them to develop district-wide transition procedures
September 1987 - January 1988	Technical assistance provided to parents, ECSE staff and public school personnel in Franklin Northeast Supervisory Union to enable them to develop district-wide transition procedures
September 1987	Conference presentation - New England TASH, Durham, NH
October 1987	Conference presentation - Northeast International Symposium on Exceptional Children and Youth, Bangor, ME
October 1987	Conference presentation - Vermont Association for the Education of Young Children, Burlington, VT

October 1987	Conference presentation - "Fulfilling the Promise", Sturbridge, MA, sponsored by the State of Massachusetts and the Northeast Regional Resource Center
October 1987	Conference presentation - TASH, Chicago, IL
October 1987	Evaluation activities conducted in Addison Northeast, Grand Isle, Montpelier, Washington Central, and Washington South Supervisory Unions
November 1987	Conference presentation - DEC, Denver, CO
January 1988 - Ongoing	Brochure for parents developed and distributed to ECSE and Head Start programs, Parent-to-Parent, and Parent/Child Centers throughout Vermont (see Appendix F for copy of brochure)
January 1988	Workshop on transition planning held for Vermont Head Start personnel in Randolph, VT
March 1988	Workshops on transition planning held for parents and public school personnel in the Windham Central, Orange Southwest, and Windsor Northwest Supervisory Unions
April 1988	Conference presentation - Young Adult Institute Conference, New York, NY
May 1988	Conference presentation - New England Association for the Education of Young Children, Hyannis, MA
May 1988	Presentation of TEEM model to public school personnel in the Addison-Rutland Supervisory Union
May 1988	Barre City completes draft of district transition procedures
June 1988	Site meetings held with parents and public school personnel in the Addison Northeast, Grand Isle, Montpelier, Washington Central, and Washington South Supervisory Unions to evaluate impact of TEEM model on implementation of transition procedures across these five districts during the 1986-1987 and 1987-1988 school years

June 1988	Evaluation activities conducted in the Addison Northeast, Grand Isle, Montpelier, Washington Central, and Washington South Supervisory Unions
Summer 1988	Article on **Project TEEM** published in Teaching Exceptional Children
August 1988	Two-day inservice on transition planning conducted for public school personnel in Regions 1 and 2, Thief River Falls, MN
August 1988	Manual written describing procedures for developing and implementing a transition process

Overall Impact of Project TEEM

Project TEEM has been evaluated to determine its impact upon: 1) school transition practices and procedures; 2) professional beliefs and practices around transition planning; 3) family participation in the transition process; and 4) children transitioning into the local elementary school.

School Transition Practices and Procedures

All five school districts and 17 out of 18 elementary schools participated in the development of procedures. Two districts chose to develop district-wide transition procedures to be implemented in all of their schools (the one school choosing not to participate in the project is implementing the district-wide transition procedures). Schools in three of the districts chose to develop individual school-based procedures that were then approved

by the district. Every school receiving ECSE graduates implemented their transition procedures.

Professional Beliefs and Practices

Ninety-five surveys were completed by professional members of the transition planning teams during the Fall of 1987 and Spring of 1988 to determine their satisfaction with their transition procedures and planning process. Table 4 shows: 1) the degree to which professionals were satisfied with the transition planning process and district/school transition procedures, and 2) the degree to which professionals view the process and procedures as important to successful transition. Table 4 breaks down the transition process into the six major components identified by **Project TEEM** as essential in successful transition planning. Table 4 indicates overall that, across all team members surveyed, there was a high degree (4.3, based on a scale of 1 - 5, with 1 being "not at all satisfied" and 5 being "extremely satisfied") of satisfaction with their school or district procedures for transitioning children, and a high degree of agreement (4.7 on a scale of 1 - 5, with 1 being "not at all important" and 5 being "extremely important") on the importance of the transition process to a successful kindergarten placement.

TABLE 4

Professional Beliefs and Practices

Degree of Satisfaction with Current Transition Process and Its Importance to Successful Placement (n = 95)

Component	Satisfaction With Current Practices	Importance to Successful Placement
1. Transition Planning Teams	4.2	4.2
2. Family Involvement	4.6	4.6
3. a) Child Preparation	4.2	4.8
b) School Preparation	4.1	4.8
4. Placement Plan Development and Implementation	4.1	4.8
5. Child's Follow-Up	4.0	4.5
6. Ongoing Transition Planning	4.1	4.6
OVERALL	4.3	4.7

All data based on scale of 1-5 (1=low - 5=high)

Family Participation

Twenty-eight surveys were completed by family members whose children transitioned into the elementary school in the Fall of 1987 and 1988 to determine: 1) opportunities for involvement in the transition planning process, 2) extent of their participation in the planning, and 3) degree of satisfaction with their involvement in the planning process.

1) Opportunities for Involvement. Eighty-two percent of the families stated that they had received information about the district or school transition procedures and indicated that the information was

extremely helpful for them (4.2 on a scale of 1 - 5, with 1 being "not at all helpful" and 5 being "extremely helpful"). Additional responses indicated that:

a. 96% were provided opportunities to visit their child's elementary school and classroom;

b. 18% were provided opportunities to visit other schools and classrooms;

c. 79% were invited to attend meetings for planning their child's transition;

d. 61% were given information to prepare them for the transition planning meetings; and

e. 79% were asked for their input in making decisions about their child's transition.

2) Extent of Participation in Transition Planning. Of those families provided the opportunity,

a. 93% visited their child's elementary school and classroom;

b. 100% visited other schools and classrooms;

c. 87% attended meetings for planning the transition;

d. 88% used the information given to them to prepare for the transition planning meetings; and

e. 91% gave input in helping to make decisions about their child's transition.

3) Satisfaction with Involvement. Among the twenty-eight families who completed the survey, there was a high degree (4.3 on a scale of 1 - 5, with 1 being "not at all satisfied" and 5 being "extremely satisfied") of satisfaction with the opportunities they had for planning their child's transition.

Impact Upon Children

Evaluation data were collected to determine: 1) placements of children graduating from ECSE programs in 1987 and 1988; 2) family and professional satisfaction with 1987 and 1988 placement decisions; 3) family and professional satisfaction with child progress during the 1987 - 1988 school year; and 4) subsequent placements of children who entered the elementary school in 1987.

1) Placement Decisions. Evaluation data were collected on ECSE graduates who transitioned into local elementary placements during the 1987 - 1988 and 1988 - 1989 school years. These students received the full benefits of the transition procedures developed during the first year and a half of the project. Schools in two of the participating districts did not have kindergartens and children transitioned into first grade. These children were included in the kindergarten data for initial placement.

   In the spring of 1987, there were a total of twenty-five ECSE graduates, three of whom experience severe handicaps. Twenty-four of the 25 graduates successfully transitioned full-time into their local elementary kindergartens in the fall of 1987. One student transitioned into a pre-kindergarten program at the local elementary school. Thus, as a result of implementation of the **TEEM** model, all of the graduates successfully transitioned full-time into their local elementary schools during the 1987 - 1988 school year.

   In the spring of 1988, the third and final year of **Project TEEM**, 37 young children, two of whom experience severe handicaps, graduated from the three ECSE programs across the five model sites and successfully transitioned full-time into their local elementary schools this September. Thirty-five of the 37 children transitioned into their local elementary kindergartens and two children transitioned into a pre-kindergarten classroom located in the local elementary school.

2) Family and Professional Satisfaction. Families and professionals were surveyed in the Fall of 1987 and Spring of 1988 (after placement decisions were made for the Fall of 1988) to determine their satisfaction with placement decisions. The 98 professionals who responded to this question indicated a high degree (4.5 on a scale of 1 - 5, with 1 being "not at all satisfied" and 5 being "extremely satisfied") of satisfaction with the placement decisions. The twenty-eight families who responded also indicated a high degree of satisfaction with the placement decisions (4.7).

3) Satisfaction with Child Progress. A total of 125 surveys were completed by professional (110) and family members (15) of the transition planning teams during the Fall of 1987 to determine their satisfaction with the current progress of the children. Across all team members surveyed, there was a high degree (4.3 for professionals, 4.4 for families, based on a 5 point scale) of satisfaction with the child's kindergarten placement and program, and the child's progress in the kindergarten placement.

4) Subsequent Placements. Project staff collected follow-up data on the 1988 - 1989 placements of the twenty-five children who transitioned into their elementary schools in the fall of 1987. Of the twenty-five children, eighteen moved from kindergarten to first grade (this number reflects children who went from first to second grade), one transitioned from the pre-kindergarten into kindergarten, one child was enrolled half-time in kindergarten and half-time in first grade, two children were placed in all-day kindergarten, and three children were retained in kindergarten.

Project TEEM Outreach

The Center for Developmental Disabilities at the University of Vermont was recently awarded a Handicapped Children's Early Education Program State-wide Outreach Demonstration Project entitled **"Project TEEM Outreach: Transition into the Elementary Education Mainstream Throughout Rural Vermont".** The funding of this outreach project will enable staff to disseminate and replicate **Project TEEM** throughout the State of Vermont.

APPENDIX A

Best Practices for Transitioning and Integrating Learners with Handicaps

PROJECT TEEM

Best Practices for Transitioning and Integrating Learners with Handicaps

ESTABLISH A SCHOOL-BASED PLANNING TEAM

BEST PRACTICES	Two Years Prior to Transition			One Year Prior to Transition			Learner Placed in School Mainstream		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1. THE CHILD'S LOCAL ELEMENTARY SCHOOL AND REGULAR CLASS PLACEMENT (I.E. KINDERGARTEN) ARE IDENTIFIED FOR TRANSITION PLANNING AND PREPARATION PURPOSES.			├------	----┤					
2. RECEIVING ELEMENTARY SCHOOL STAFF ARE NOTIFIED AND INFORMED ABOUT CHILDREN TRANSITIONING INTO AND WITHIN THE ELEMENTARY SCHOOL.			├------	----┤					
3. A LOCAL ELEMENTARY SCHOOL-BASED TRANSITION PLANNING TEAM IS ESTABLISHED AND INCLUDES AT LEAST THE CHILD'S PARENTS, THE EEE TEACHER, THE KINDERGARTEN (OR FIRST GRADE) TEACHER, RELEVANT SPECIALISTS, AND ADMINISTRATORS.			├------	----┤					

├-----┤ indicates recommended period of time during which activity should occur

├─────┤ indicates activity should occur during this period of time

ESTABLISH A SCHOOL-BASED PLANNING TEAM

BEST PRACTICES	Two Years Prior to Transition			One Year Prior to Transition			Learner Placed in School Mainstream		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
4. A "TRANSITION COORDINATOR" OR CASE MANAGER IS IDENTIFIED.			├----	----┤					
5. A COMPREHENSIVE PLAN FOR TRANSITIONING THE INDIVIDUAL CHILD INTO THE LOCAL ELEMENTARY SCHOOL MAINTREAM IS DEVELOPED.			├----	----┤					

PROJECT TEEM

Best Practices for Transitioning and Integrating Learners with Handicaps

PROVIDE OPPORTUNITIES TO INFORM AND INVOLVE THE LEARNER'S FAMILY

BEST PRACTICES	Two Years Prior to Transition			One Year Prior to Transition			Learner Placed in School Mainstream		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1. INFORMATION ABOUT THE TRANSITION PROCESS IS PROVIDED TO FAMILIES.	├	----------	----------	----	┤				
2. OPPORTUNITIES FOR FAMILY INVOLVEMENT ARE PROVIDED THROUGHOUT THE TRANSITION PROCESS.		├	----------	----------	----------	----------	----------	----------	┤
3. A HOME-SCHOOL COMMUNICATION SYSTEM TO FACILITATE INFORMATION SHARING BETWEEN THE CHILD'S FAMILY AND LOCAL ELEMENTARY SCHOOL PERSONNEL IS DEVELOPED AND IMPLEMENTED.						├	----------	----------	┤

PREPARE THE CHILD AND LOCAL ELEMENTARY SCHOOL PRIOR TO THE ACTUAL TRANSITION

BEST PRACTICES	Two Years Prior to Transition			One Year Prior to Transition			Learner Placed in School Mainstream		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1. THE PROGRAM PREPARES THE CHILD FOR TRANSITIONING BY:									
A) IDENTIFYING AND TEACHING CRITICAL SURVIVAL SKILLS.			├	----	----	----			
B) IDENTIFYING AND INCORPORATING NEXT SCHOOL TEACHING PRACTICES.			├	----	----	----			
2. THE LOCAL ELEMENTARY SCHOOL IS PREPARED.				├	----	----	----	----	┤
3. TECHNICAL ASSISTANCE AND/OR TRAINING IS IDENTIFIED AND OBTAINED.				├	----	----	----	----	┤

DEVELOP AND IMPLEMENT A PLAN FOR PLACING THE LEARNER INTO THE LOCAL SCHOOL MAINSTREAM

BEST PRACTICES	Two Years Prior to Transition			One Year Prior to Transition			Learner Placed in School Mainstream		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1. A PLAN FOR PLACING THE CHILD IN THE ELEMENTARY SCHOOL MAINSTREAM IS DEVELOPED AND IMPLEMENTED AND INCLUDES:									
A) CHILD'S DAILY SCHEDULE AND RECOMMENDED EDUCATIONAL GOALS AND OBJECTIVES.						⊢----	----	----	---⊣
B) SPECIAL EDUCATION SERVICES FOR SUPPORTING THE CHILD'S PLACEMENT IN THE ELEMENTARY SCHOOL MAINSTREAM.						⊢----	----	----	---⊣
C) PROCEDURES FOR OBTAINING INFORMATION OR ASSISTANCE FROM THE FORMER EARLY CHILDHOOD TEACHER.						⊢----	----	----	---⊣

PROJECT TEEM

Best Practices for Transitioning and Integrating Learners with Handicaps

DEVELOP AND IMPLEMENT AN ONGOING MONITORING SYSTEM FOR MAINTAINING INTEGRATION

BEST PRACTICES	Two Years Prior to Transition			One Year Prior to Transition			Learner Placed in School Mainstream		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1. DEVELOP AND IMPLEMENT PROCEDURES AND DECISION RULES FOR MONITORING CHILD PROGRESS AND FOR DETERMINING IF AND WHEN ADDITIONAL OR DIFFERENT TYPES OF INTERVENTION ARE NEEDED.						⊢----	-----	-----	----⊣
2. DEVELOP AND IMPLEMENT PROCEDURES FOR IDENTIFYING AND OBTAINING ADDITIONAL RESOURCES NEEDED TO SUPPORT THE CHILD'S PLACEMENT IN THE LOCAL ELEMENTARY SCHOOL MAINSTREAM.							⊢-----	-----	-----⊣

DEVELOP AND IMPLEMENT PLANS TO PROMOTE FUTURE TRANSITIONS

BEST PRACTICES	Two Years Prior to Transition			One Year Prior to Transition			Learner Placed in School Mainstream		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1. THE MEMBERSHIP AND SCOPE OF THE LOCAL SCHOOL BUILDING-BASED PLANNING TEAM IS CHANGED TO INCLUDE PERSONNEL FROM THE NEXT SETTINGS.							⊢		
2. A PLAN FOR IDENTIFYING AND TEACHING SKILLS CRITICAL FOR PARTICIPATION IN THE NEXT ENVIRONMENT IS DEVELOPED AND IMPLEMENTED.							⊢	—	⊣
3. A PLAN FOR IDENTIFYING AND OBTAINING RESOURCES NEEDED FOR SUPPORTING THE LEARNER'S TRANSITION AND INTEGRATION IS DEVELOPED AND IMPLEMENTED.							⊢	—	⊣

DEVELOP AND IMPLEMENT PLANS TO PROMOTE FUTURE TRANSITIONS

BEST PRACTICES	Two Years Prior to Transition			One Year Prior to Transition			Learner Placed in School Mainstream		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
4. A PLAN FOR PLACING THE LEARNER INTO THE NEXT LEAST RESTRICTIVE SCHOOL SETTING IS DEVELOPED.									⊢—
5. A SYSTEM FOR MONITORING LEARNER PROGRESS AND MAINTAINING SUCCESSFUL INTEGRATION IS DEVELOPED.									⊢—

APPENDIX B

Transition Planning Packet

P R O J E C T T E E M

TRANSITION PLANNING PACKET

September 1987

DRAFT

P R O J E C T T E E M

TRANSITION PLANNING PACKET

This packet contains forms to aid in planning for transitions of children from early childhood programs into the elementary school mainstream. The forms are grouped according to purpose and listed in a suggested sequence of use.

DETERMINING SCHOOL ACCESSIBILITY (Form A)

Form A <u>ASSESSMENT OF SCHOOL ENVIRONMENTS</u>

<u>*Timeline for Completing: Prior to Any Transition Planning*</u>

This form is a checklist to determine accessibility across school settings and to facilities and equipment. A designated member of the transition planning team can assess the physical environment once so that the information is available for planning for <u>all</u> transitions. Information can be kept on file and updated as necessary. The form should be available for review by a child's individual planning team to determine if any adaptations are necessary before the child enters the school (e.g., building a ramp).

IDENTIFYING SKILLS CRITICAL FOR FUNCTIONING IN FUTURE CLASSROOM SETTINGS (Forms B, C, D, E)

Forms B, C, D and E help the sending and receiving staff to: 1) determine which skills are important or critical for children to function successfully in the receiving educational program(s) (**Form B**), 2) describe the structure and routine of the future classroom setting (**Form C & D**) and 3) determine which critical skills need to be addressed for a specific child in the sending program prior to his or her transition (**Form E**). After completing **Forms B and C**, the sending staff and receiving classroom teacher should meet and complete **Form D**. The child's individual planning team can then complete **Form E**.

<u>*Timeline for Completing: Fall of the School Year (24 months to 15 months before the child transitions)*</u>

Form B **CLASSROOM SURVIVAL SKILLS CHECKLIST**

Receiving classroom teachers will complete this checklist. The checklist allows the teacher to indicate which skills he or she feels contribute to a child's successful participation in the kindergarten classroom, i.e., skills that are "important". The receiving classroom teacher is also asked to identify which of the "important" skills are critical for children to have in order to participate successfully.

Form C **CLASSROOM OBSERVATION FORM**

This form is to record observations made in future classroom settings. The cover page of the form lists questions which sending staff can review prior to an observation (e.g., early childhood program staff observing kindergarten classrooms). The questions provide a structure for observing the physical and social organization of the classroom routine, and the management and instructional strategies of each activity.

Form D **SURVIVAL SKILLS CHECKLIST AND CLASSROOM OBSERVATION FOLLOW-UP**

This form provides a format for the sending staff and receiving classroom teacher to discuss and validate results of the Survival Skills Checklist and Classroom Observation Form. The main purpose is to gain consensus about which skills are critical for a child to participate successfully in the receiving classroom. If there is more than one receiving classroom, it is suggested that sending program staff compile a list of the critical skills identified by classroom teachers and list them on **Form E**, Individual Skill Assessment.

Form E **INDIVIDUAL SKILL ASSESSMENT**

This form provides a means to determine critical skills which need to be addressed for a specific child during his or her last year in the early childhood program. The critical skills for classroom participation, identified through Survival Skills Checklists, classroom observations, and follow-up meetings, are listed on the form. The planning team can then identify which skills the child has, which are emerging, and which need to be addressed prior to the transition. The planning team should complete this form in the spring before the child's last year in the early childhood program so that goals can be incorporated into the IEP and daily classroom routine.

Completion of Forms B, C, and D is a prerequisite to planning for all transitions. The sending staff will collect the information and review it to determine: 1) what skills to focus on to prepare an individual child for entrance into the receiving program, and 2) how they might modify their own structure and curriculum to reflect some of the practices of the receiving classroom. The information should be reviewed periodically and updated with the addition of new teachers, and/or if there is a change in a specific classroom structure or routine.

IDENTIFYING POTENTIAL PERSONNEL NEEDS (Form F)

Form F TRANSITION PLANNING FORM FOR IDENTIFYING PERSONNEL NEEDS

Timeline for Completing: Prior to Spring of Child's Last Year in Early Education Program

This form allows the transition planning team to specify individual activities necessary to prepare receiving school personnel (staff and service providers, students) for a transitioning child, e.g., inservice on positioning and handling a child with cerebral palsy.

FINAL PLACEMENT PLANNING (Forms G and H)

Form G PLACEMENT PLAN - DAILY SCHEDULE

Timeline for Completing: Spring Before Child Enters Local Elementary School

This form can be used in the final stage of placement planning. It should specify, for each child, his or her daily schedule in the future placement, from arrival to departure. Team members can then determine, for each school or classroom-related activity, whether any adaptations, additional resources, and/or integration strategies are necessary for the child to participate successfully.

Form H HOME-SCHOOL COMMUNICATION

Timeline for Completing: Spring Before Child Enters Local Elementary School

This form enables families and receiving staff to decide upon strategies to share information with each other once the child enters the elementary school.

ASSESSMENT OF SCHOOL ENVIRONMENTS

Elementary School:_____

Person Completing this Form:_____ Date Completed:_____

DIRECTIONS: THIS FORM CAN BE USED TO DETERMINE ACCESSIBILITY TO ELEMENTARY SCHOOL ENVIRONMENTS, FACILITIES, AND EQUIPMENT. FOR EACH ITEM, PLEASE CHECK:

YES, if accessible to <u>all</u> individuals without adaptations;
YES, WITH ADAPTATIONS, if adaptations have been made to accomodate individuals with handicaps (please specify the adaptation(s);
NO, if inaccessible to some individuals with handicaps.

ENVIRONMENTS/EQUIPMENT/FACILITIES	YES	YES, WITH ADAPTATIONS (Please specify)	NO
SCHOOL BUS			
BUILDING ENTRANCES			
EMERGENCY EXITS			
CLASSROOM(s)			
BATHROOMS: Entrances			
Stalls			
Sinks			
Toilets			
Faucets			
OTHER			
COMMON AREAS (Entrances, seating) Library			
Music			
Gymnasium			
Cafeteria			
OTHER			
UPPER FLOOR(s)			
PLAYGROUND EQUIPMENT			
DRINKING FOUNTAIN(s)			
OTHER:			

Classroom Survival Skills Checklist

Elementary School:_____

Classroom Teacher:_____

Date Completed:_____

This checklist contains skills which may contribute to a child's successful participation in a regular kindergarten classroom. We would like you to review this checklist in order to identify those skills which are important and critical for children to have to function successfully in your classroom during the first few months of the school year. A skill is **IMPORTANT** if you believe that it contributes to successful participation in your classroom; a skill is **CRITICAL** if you believe that it is absolutely necessary for successful participation.

To complete this checklist, think of children you have had in your classroom who do not present significant concerns and who you feel successfully function in your classroom. Then, with these children in mind, indicate with a check mark (✓) those skills on the checklist that you feel are important. If a skill is not important, leave the space blank. After you have reviewed the entire checklist, please circle those you feel are not only important but critical for entering and participating successfully in your classroom at the beginning of the school year.

THANK YOU FOR YOUR TIME IN COMPLETING THIS CHECKLIST!

IMPORTANT - ✓
CRITICAL - ✓✓

FOLLOWING GENERAL CLASSROOM ROUTINE/RULES

1. Follows general rules and routines established in classroom - e.g. raising hand if necessary/appropriate, lining up for activities, etc. (Please list rules and routines):

   _____ ( )

   _____ ( )

   _____ ( )

2. Follows routines specific to an activity ..... ( )

3. Goes to various areas in the room when requested and/or directed ..... ( )

4. Sits in assigned seat or location ..... ( )

5. Locates own possessions and returns them to appropriate locations ..... ( )

6. Locates materials and replaces or puts them in order when finished ..... ( )

7. Makes transitions from one activity to the next with minimal or general group direction ..... ( )

CLASSROOM BEHAVIOR

8. Enjoys classroom/is comfortable ..... ( )

9. Sits appropriately ..... ( )

10. Stays in own "space" for an activity ..... ( )

11. Controls voice ..... ( )

12. Uses materials appropriately ..... ( )

13. Cooperates/shares ..... ( )

14. Works/plays without disrupting or bothering peers ..... ( )

15. Modifies behavior when provided with verbal or nonverbal direction ..... ( )

IMPORTANT - ✓
CRITICAL - ✓✓

16. Waits appropriately ..... ( )

17. Uses time between activities appropriately ..... ( )

18. Reacts appropriately to changes in the routine ..... ( )

DIRECTION FOLLOWING

19. Complies with simple directions provided by an adult to the child ..... ( )

20. Complies with simple directions provided by an adult to the group ..... ( )

21. Follows multi-step directions ..... ( )

22. Remembers and follows directions provided at a previous time ..... ( )

GROUP ATTENDING AND PARTICIPATION

23. Willingly participates in group situations .... ( )

24. Listens for own name/group name ..... ( )

25. Focuses visual attention on speaker(s) ..... ( )

26. Answers teacher's question while in group ..... ( )

27. Asks questions while in group ..... ( )

28. Volunteers comments while in group ..... ( )

29. Individually speaks to a group ..... ( )

30. Participates at appropriate time (e.g. waits for turn, waits to be recognized) in a group ..... ( )

31. Participation in a group is relevant to the task or topic ..... ( )

IMPORTANT - ✓
CRITICAL - ✓

INDEPENDENT PLAY AND WORK

32. Begins play/work activities with minimal teacher prompting ..... ( )

33. Plans and carries out a work/play activity in advance with a teacher or peer ..... ( )

34. Works on assigned task for appropriate periods of time ..... ( )

35. Maintains play activity for an appropriate length of time ..... ( )

36. Completes task at ability level independently ..... ( )

37. Self-corrects errors ..... ( )

38. Recalls/completes task demonstrated previously ..... ( )

SOCIAL INTERACTIONS AND PLAY SKILLS

39. Initiates interactions with peers/ adults ..... ( )

40. Interacts with adults/peers when not the initiator ..... ( )

41. Plays according to rules established by play group ..... ( )

42. Shares, exchanges materials ..... ( )

43. Directs peers appropriately (assumes leader role) ..... ( )

44. Responds to peer directions (assumes follower role) ..... ( )

45. Imitates peer actions ..... ( )

46. Responds to social reinforcement ..... ( )

47. Settles minor disputes with peers ..... ( )

48. Maintains play with peers for appropriate length of time ..... ( )

49. Adapts to working with more than one adult ..... ( )

IMPORTANT - ✓
CRITICAL - ✓

GAME PLAYING SKILLS

50. Participates at the appropriate time (e.g.. when it is his/her turn) ..... ( )

51. Participates appropriately by performing game actions according to rules ..... ( )

52. Acts appropriately when it is not his/her turn ..... ( )

53. Acts appropriately at the end of a game, i.e., stops playing ..... ( )

54. Discriminates winner and loser of game, i.e., compares own to peer performance ..... ( )

FUNCTIONAL COMMUNICATION

55. Greets teacher/peers ..... ( )

56. Learns names of teacher(s), peers, others ..... ( )

57. Secures teacher/peer attention appropriately ..... ( )

58. Comments on own actions ..... ( )

59. States intentions ..... ( )

60. Describes past events ..... ( )

61. Directs others ..... ( )

62. Asks for information ..... ( )

63. States needs ..... ( )

64. Asks for help with materials ..... ( )

65. Asks for feedback from others (reinforcement, opinions, approval, confirmation) ..... ( )

66. Gives feedback to peers, (comments on peers actions or products) ..... ( )

67. Comments on a topic of conversation initiated by others ..... ( )

68. Answers questions ..... ( )

IMPORTANT - ✓
CRITICAL - ✓

69. Makes a choice or indicates a preference ..... ( )

70. Restates rules or directions when asked ..... ( )

71. Explains, justifies own behavior ..... ( )

72. Identifies a reason for or cause of an event ..... ( )

73. Identifies effect of actions on objects, people ..... ( )

74. Predicts effects on objects, people ..... ( )

75. Offers suggestions or solutions ..... ( )

FUNCTIONAL MOBILITY

76. Independently takes bus to/from school ..... ( )

77. Independently walks to/from school ..... ( )

78. Locomotes to major facilities: classroom, bathroom, hallways, gym, cafeteria, playground, library, other classrooms ..... ( )

79. Locomotes to areas/materials within classroom: desk/tables, hooks/closet, cubbies/lockers, learning centers, sink, specific activity areas, personal belongings ..... ( )

SELF-CARE

80. Takes care of own toileting needs without supervision ..... ( )

81. Washes hands without supervision ..... ( )

82. Dresses and undresses without supervision (except for help with fasteners) ..... ( )

83. Demonstrates appropriate nose hygiene ..... ( )

84. Drinks through a straw ..... ( )

85. Eats snack/lunch independently with fingers/utensils ..... ( )

CLASSROOM OBSERVATION FORM

THIS FORM IS TO RECORD OBSERVATIONS OF FUTURE CLASSROOM SETTINGS, INCLUDING THE ROUTINE, PHYSICAL AND SOCIAL ORGANIZATION OF EACH ACTIVITY, AND THE MANAGEMENT AND INSTRUCTIONAL STRATEGIES OF THE ACTIVITY. THE FRONT PAGE OF THE FORM LISTS SOME QUESTIONS WHICH ARE TO ASSIST IN STRUCTURING OBSERVATIONS. IT IS SUGGESTED THAT YOU CONSIDER THE QUESTIONS PRIOR TO, AND AFTER, YOUR ACTUAL OBSERVATION. AFTER COMPLETING THE OBSERVATION FORM, DISCUSS THE RESULTS WITH THE CLASSROOM TEACHER AND COMPARE YOUR OBSERVATIONS TO THE **SURVIVAL SKILLS CHECKLIST** HE OR SHE COMPLETED. THIS WILL HELP IDENTIFY THE SKILLS WHICH ARE CRITICAL FOR PARTICIPATING IN A SPECIFIC CLASSROOM.

PER ACTIVITY	OBSERVATION QUESTIONS
A. PHYSICAL ORGANIZATION	• What is the physical set-up for the activity (e.g., learning center, desk, rug)? • How are materials distributed (e.g., pre-arranged in learning area, child distributes for others, child gets own materials)?
B. SOCIAL ORGANIZATION	• How are children required/expected to communicate needs and preferences (e.g., raise hand, go to teacher)? • Are children allowed to communicate spontaneously with peers? • What happens if the child finishes an activity early (e.g., has free time, goes to quiet corner to read, moves to another activity)? • Is there an established system for self-care (e.g., pass key, sign-out to leave for bathroom, raising hand to get a drink)? • Are children expected to take care of their own needs independently (e.g., zipping, buttoning, tying shoes)?
C. MANAGEMENT/INSTRUCTIONAL STRATEGIES	• What is the group size for the activity (e.g., small group, large group, individual)? • What is the teacher's role (e.g., provides direct instruction, provides guided instruction)? • What is the child's role (e.g., quiet listener, active response giver, active question asker)? • What type of directions are given most often (e.g., verbal, written)? • Are directions generally repeated spontaneously by the teacher? • How does the teacher elicit understanding of the directions from the children (e.g., asks them to nod, calls on children to repeat directions)? • How are children expected to respond to directions (e.g., begin work, get out materials and wait for a cue)? • How are children required/expected to communicate needs and preferences (e.g., raise hand, go to teacher)? • Are children allowed to communicate spontaneously with peers? • How long are children expected to attend during the activity (e.g., circle: 15 minutes)? • What specific skill requirements are necessary for this activity (e.g., asking questions, concentrated listening, recalling information, writing answers)? • What happens if a child behaves inappropriately during the activity (e.g., is reprimanded, is ignored, loses points)? • What happens if the child finishes an activity early (e.g., has free time, goes to quiet corner to read, moves to another activity)? • How does the activity end (e.g., teacher gives prompts; teacher tells them; an external cue, such as a bell, is used; child finishes work)?

FORM C

CLASSROOM OBSERVATION FORM

Classroom Teacher:_____ Classroom:_____ Elementary School:_____

Person Completing this Form: _____ Date Completed: _____

TIME	ACTIVITY	OBSERVATION NOTES

CLASSROOM OBSERVATION FORM (con't)

TIME	ACTIVITY	OBSERVATION NOTES

FORM D

SURVIVAL SKILLS CHECKLIST AND CLASSROOM OBSERVATION FOLLOW-UP

Classroom Teacher/Classroom: _____

Observer: _____

Today's Date: _____

This form provides a structure for the classroom teacher and the observer of the teacher's classroom to discuss the results of the Survival Skills Checklist and the Classroom Observation Form. The classroom teacher and observer should identify critical skills for classroom participation based upon the checklist, classroom observation, and discussion.

1. List the critical skills for participation in the kindergarten classroom from the Survival Skills Checklist.

2. Which of these skills could be addressed in the early childhood program prior to a child transitioning into the kindergarten classroom?

3. Which of these skills could be addressed in the kindergarten classroom after the child transitions?

4. Based upon the classroom observation and input from the classroom teacher, what are the significant management and instructional strategies of the classroom?

5. What additional skills are necessary for a child to function successfully across other school environments and activities? (e.g., field trips, cafeteria, playground)

INDIVIDUAL SKILL ASSESSMENT

STUDENT: _____ TRANSITION DATE: _____ TODAY'S DATE: _____

DIRECTIONS: List the critical skills for kindergarten participation which were identified through survival skills checklists, classroom observations, and discussions between sending and receiving staff. For each student who will transition, check:

YES, if the student has the skill;
NO, if the student does not have the skill;
EMERGING, if the student displays the skill on occasion.

In the column headed "DECISION", specify what is to be done if the student does not have a particular skill or the skill is emerging, e.g., write into IEP for final year in early childhood program, identify activities which reinforce emerging skills, work on skills in kindergarten.

KINDERGARTEN CRITICAL SKILLS	YES	NO	EMERGING	DECISION

TRANSITION PLANNING FORM FOR IDENTIFYING PERSONNEL NEEDS

Student:_____ Transition Date:_____

Elementary School:_____ Classroom: _____

Please identify specific needs, e.g., inservice training, reference materials, relevant media, which may be necessary to prepare receiving personnel (school staff, service providers, students) for the entering child.

School Personnel	Specific Need(s)	Planning Team Member Responsible for Acquiring Resource(s)	Projected Date To Accomplish	Date Accomplished

PLACEMENT PLAN - DAILY SCHEDULE

The attached form, part of the placement plan, can be completed by the child's planning team the spring before the child transitions (i.e., at the Annual Review, IEP meeting, etc.). It is suggested one member of the planning team fill out the daily schedule (from leaving home to returning home) prior to the meeting so that team members can spend the time completing the remainder of the form.

The purpose of the form is to facilitate, to the maximum extent possible, the child's integration into the daily classroom routine. By specifying each daily activity, team members can determine whether any adaptations, additional resources, and/or integration strategies are necessary to allow the child to participate in the school and classroom activities. Any goals and integration strategies identified for the child can be incorporated into this form.

Under the column "Needed Adaptations", for each activity specify either "none" or any adapted materials, adapted curriculum goals, personal assistance, and/or alternative activity that the child might require. A sample Placement Plan is attached.

SAMPLE

PLACEMENT PLAN - DAILY SCHEDULE

Student: Melissa Classroom Teacher: Mrs. Peters' K Date: 5/18/87

Time	Activity	Location	Person Responsible	Student's Skills To Be Addressed	Needed Adaptations	NOTES
7:40	Bus Ride	From Home	Parents	None	None	Older Sister On Bus
8:20	Arrival	School	Mrs. Peters	None	None	Mrs. Peters to Meet Bus Day 1 - Sister to Help Other Days if Necessary
8:30 - 8:45	Circle - Calendar - Special Events/ Sharing	Classroom	Mrs. Peters	- Following Directions - Increasing Length of Attending - Asking Questions - Increasing Language - Concepts Pertaining to Calendar	None	Large Group - Teacher-Directed
8:45 - 9:15	Language Arts (M,T,Th,F)	Classroom	Mrs. Peters Sue - Classroom Aide	- Following Directions - Writing Name - Recognizing Phone Number & Address - Letter Sounds - Letter Recognition - Beginning Work Independently	One-to-One Instruction and Work on IEP Language Goals	
8:45 - 9:15	Math (W)	Classroom	Mrs. Peters	- One-to-One Correspondence - Counting Past 5 - Beginning Work - Asking for Help - Sequencing Items	Work on IEP Math Goals	Small Group - Teacher-Directed

PLACEMENT PLAN - DAILY SCHEDULE

Student:_____ Classroom Teacher:_____ Date:_____

Time	Activity	Location	Person Responsible	Student's Skills To Be Addressed	Needed Adaptations	NOTES

PLACEMENT PLAN - DAILY SCHEDULE (con't)

Student:_____ Classroom Teacher:_____ Date:_____

Time	Activity	Location	Person Responsible	Student's Skills To Be Addressed	Needed Adaptations	NOTES

PLACEMENT PLAN - DAILY SCHEDULE (con't)

Student: Melissa Classroom Teacher: Mrs. Peters' K Date: 5/18/87

Time	Activity	Location	Person Responsible	Student's Skills To Be Addressed	Needed Adaptations	NOTES
9:20 - 9:55	Gym (M,F)	Cafeteria	Mrs. Rounds	- Lining up To & From	None	Peer Buddy to Aid in Transition
9:20 - 9:55	Library (W)	Library	Mrs. Smith	- Lining up To & From - Increasing Language Concepts - Increasing Length of Attending	None	Peer Buddy to Aid in Transition Large Group Adult-Directed Stories, Some One-to-One
9:20 - 9:55	Art	Art Room	Mr. Miles	- Lining up To & From	Work on IEP Fine Motor Goals	Peer Buddy to Aid in Transition
9:20 - 9:55	Music (Th)	Music Room	Mr. Mackey	- Lining up To & From	None	Peer Buddy to Aid in Transition
10:00 - 10:15	Snack	Classroom	Mrs. Peters	None	None	
10:15 - 10:30	Recess	Playground/ Classroom	Mrs. Peters	- Lining up To & From	None	Peer Buddy to Aid in Transition
10:30 - 11:00	Math (M,T,Th,F)	Classroom	Mrs. Peters	Same as Wednesday Activities	Work on IEP Math Goals	Small Group - Teacher-Directed
10:30 - 11:00	Science/Social Studies (W)	2 K Class-rooms to Alternate	Mrs. Peters Mrs. Robbins	- Lining up To & From Mrs. Robbins' Classroom - Asking Questions - Increasing Language		Peer Buddy to Aid in Transition

PLACEMENT PLAN - DAILY SCHEDULE (con't)

Student:_____ Classroom Teacher:_____ Date:_____

Time	Activity	Location	Person Responsible	Student's Skills To Be Addressed	Needed Adaptations	NOTES
11:05	Dismissal	Classroom	Mrs. Peters	- Zipping - Buttoning - Lining Up	None	Sue (Classroom Aide) Available for Assistance
11:15	Departure on Bus	Outside Front Door	Mrs. Peters	None	None	Sister on Bus
	Other: - Bathroom	Hallway	Melissa	None	None	No Assistance Needed

HOME-SCHOOL COMMUNICATION

Student: _____ Transition Date: _____

Today's Date: _____ Parent(s): _____

Teacher(s): _____

Below are potential strategies for communicating between parents and teacher(s). During the final transition planning meeting, this list might be helpful in determining ways to share information after the child has entered the local elementary school. After making a decision, please complete the bottom portion of the form.

CHOICES:

1. Log Book
2. Informal Phone Contact
3. Notes
4. Phone Call Night
5. Newsletters
6. School Visits
7. Home Visits
8. Parent Inventory
9. School Conferences
10. Other _____

Decision: _____

Who: _____

How Often? _____

Written Into IEP: ____ yes ____ no

Decision: _____

Who: _____

How Often? _____

Written Into IEP: ____ yes ____ no

APPENDIX C

Grand Isle Supervisory Union: Checklist for Transitioning Individual Students

GRAND ISLE SUPERVISORY UNION

Checklist for Transitioning Individual Students

Student's Name:_____

Sending Program:_____

Receiving Program:_____

Date:_____

GRAND ISLE TRANSITION PROCEDURES

Checklist for Transitioning Individual Students

2 YEARS LEFT IN EEE

SCHOOL PROCEDURES	WHO	Date Projected	Date Completed	COMMENTS
STEP 1: Provide opportunities for parents/guardians to arrange appointments to visit principal, school, classroom, and classroom teacher in order to facilitate family involvement	EEE Staff	Oct & ongoing	ongoing	
STEP 2: EEE Coordinator and Special Ed. Administrator will meet and do the following: 1. Generate list of transition students entering K or 1st and send to principals 2. Identify planning team members and others as needed to provide technical assistance (e.g. OT/PT, I-Team) 3. Identify new case manager (from elementary school) for each child 4. Identify initial team meeting time (Oct or Apr)	EEE & Sp. Ed. Admin.	Jan		
STEP 3: Assess and identify child's present performance in relation to elementary school demands by reviewing IEP pre- and post-test results and observations, current records of short/long term goals, and quarterly/annual reports	EEE Staff	ongoing	ongoing	
STEP 4: During annual review, provide initial information about transition process to parent. Discuss placements. Disseminate and discuss document describing transition process	EEE Staff	Annual Review		
STEP 5: Review ecological analysis, current records and current teaching practices (teacher input) in order to identify and incorporate the teaching practices of the local elementary school into the EEE program at the annual review meeting and when preparing new IEP for last year in EEE	EEE Staff	ongoing	ongoing	

LAST YEAR IN EEE

SCHOOL PROCEDURES	WHO	Date Projected	Date Completed	COMMENTS
STEP 1: Observation of EEE child offered to planning team members by Early Ed staff. EEE Coordinator sends memo specifying three week Transition period for observing children who will be transitioning and requests phone call to confirm observation time	EEE Coord.	Prior to Transition Team Meeting		
STEP 2: Review ecological assessment and current records to identify and prioritize skills the child needs to meet the demands of the local elementary classroom and school settings (i.e., an outcome of the discrepancy analysis) with receiving classroom teacher	EEE Staff	On as "As Needed" Basis		
STEP 3: There will be a Transition Meeting to occur in a child's last year in EEE (in **Oct** or **Apr** depending on the individual child's & Principal needs) to do the following:	Sp. Ed. Admin. & Principal	Oct/Apr		
1. Planning team will share information (using EEE Team Information Form) among members, and develop a Plan of Action for transition which will include identifying potential regular class placement among the options available (e.g., a.m. or p.m.)	Team	Oct/Apr		
2. Review child's current needs in relationship to resources available to assess and determine needed instructional resources and adaptations in the local elementary school and classroom	Team	Oct/Apr		
3. Review statement describing needed resources and adaptations in local school and delegate responsibilities for making arrangements to ensure availability of resources and adaptations (EEE coordinator will communicate status to transition team prior to annual review meeting)	Team/EEE Coord.	Oct/Apr		

LAST YEAR IN EEE [con't]

SCHOOL PROCEDURES	WHO	Date Projected	Date Completed	COMMENTS
4. Identify and acquire needed technical assistance services to carry out transition activities	Team	Oct/Apr		
5. Recommend post tests to be given; set tentative date for IEP meeting, decide who will attend IEP meeting; determine recommendations (to be shared with the parents at the IEP meeting) for level and amount of services and possible adaptations the child will need in the local school and classroom settings; discuss a monitoring system with K or 1st teacher for ineligible children	Team	Oct/Apr		
6. Discuss availability of EEE staff for following school year, and develop procedures to gain access to EEE expertise. Plan a tentative meeting in mid-October of following school year	Team	Oct/Apr		
7. Determine if additional meetings are needed prior to child's IEP meeting	Team	Oct/Apr		
STEP 4: Send test protocols and end of year progress report on student to receiving staff for the development of a kindergarten IEP	EEE Staff	Prior to IEP Meeting		
STEP 5: Provide opportunities for participation in any established activity for incoming K or 1st graders (e.g. classroom visit, registration, etc., with the exception of screening) to provide support & opportunities for family involvement in the transition process	Principal	Spring		
STEP 8: IEP Meeting:	EEE Staff Team	May-Jun		
1) Discuss and determine actual class placement with parents				
2) Possibly develop kindergarten IEP				
3) Develop and determine a home-school communication system				
4) For those children receiving only speech/language services, but who may be at risk in other areas, the kindergarten objectives will be written into the IEP along with a monitoring system with decision rules for determining needed intervention by the resource teacher or learning specialist/consulting teacher				

YEAR - K/1ST GRADE PLACEMENT

SCHOOL PROCEDURES	WHO	Date Projected	Date Completed	COMMENTS
STEP 1: K or 1st grade teacher calls/contacts parents at end of first week of school as a means of providing support & opportunities for family involvement in the transition process	K/1 Teacher	Sept		
STEP 2: Hold follow-up meetings if planned during initial Transition Meeting, or upon request	Any Team Member	Fall		
STEP 3: EEE staff contacts parents after their child has transitioned for an informal follow-up	EEE Staff	Sept-Oct		
STEP 4: As part of the monitoring system, the classroom teacher will make recommendations for changing services for eligible children and make referrals for noneligible former EEE students when necessary	Classroom Teacher	o n g o i n g		
STEP 5: Evaluate the home-school communication system during regularly scheduled IEP progress meetings/reports	Elementary IEP Team	o n g o i n g		
STEP 8: Survey all participants (teachers, EEE and Special Ed. staff, parents, administrators) to evaluate and possibly revise the transition process	Sp. Ed. Admin & Principal	Spring & Annually		

APPENDIX D

Checklist for Evaluating Current Transition-Planning Processes and the Implementation of Recommended Activities

P R O J E C T T E E M

Checklist for Evaluating Current Transition-Planning Processes
and the Implementation of Recommended Activities

This checklist is used for the purpose of evaluating your current transition-planning process based upon the following recommended activities for transitioning all children with handicaps into local elementary school mainstream settings, i.e., kindergarten or first grade. The reader is asked to review the current transition-planning process and indicate which of the following recommended activities are addressed, if the procedures are consistently implemented for all children, and if they are written.

1) **IN PLACE:** Please place a check ( ) in this column for each of the following recommended activities that are addressed by your current process.

2) **IMPLEMENTED CONSISTENTLY:** Please place a check ( ) in this column if the procedures you have for addressing the specific recommended activity are consistently implemented for <u>all</u> children.

3) **WRITTEN:** Please place a check ( ) in each of the three columns if your process is written and clearly delineates:
   a) the specific <u>Procedures</u> that address the recommended activity
   b) <u>Who</u> is responsible for carrying out the procedures
   c) <u>When</u> the procedures are to be implemented

	IN PLACE	IMPLEMENTED CONSISTENTLY	WRITTEN		
			Procedures	Who	When
1. The family is provided with information concerning the school's transition policies and procedures.					
2. The family is provided with opportunities and support to enable them to collaborate with school personnel throughout the transition process.					
3. The child's local elementary school and regular class placement (i.e. kindergarten) are identified for transition planning and preparation purposes.					

	IN PLACE	IMPLEMENTED CONSISTENTLY	WRITTEN		
			Procedures	Who	When
4. Receiving elementary school staff are notified and informed about children transitioning into (and within) the elementary school.					
5. A individual transition planning team is established and includes at least the child's parents, the ECSE teacher, the kindergarten (or first grade) teacher, relevant specialists, and administrators.					
6. A transition or case coordinator is identified.					
7. A comprehensive plan for transitioning the individual child into the local elementary school mainstream is developed.					
8. Technical assistance and/or training needed for implementing the individual transition plan and integrating the child is identified and obtained.					
9. The child is prepared for transitioning into the local elementary school mainstream by:					
a) identifying skills critical for functioning in the local elementary school setting and incorporating them into the child's IEP.					
b) identifying the teaching practices and routines used in the local elementary school classroom and incorporating them into the child's instructional program and preschool setting.					
10. The local elementary school is prepared for the transitioning child by identifying and obtaining potential instructional resources and adaptations needed to facilitate the child's integration.					
11. The child's teachers, support staff, and peers within the local elementary school are prepared for the child's entrance.					

	IN PLACE	IMPLEMENTED CONSISTENTLY	WRITTEN		
			Procedures	Who	When
12. A placement plan for the child is developed and includes:					
a) recommended educational and social integration goals, objectives, and instructional procedures.					
b) procedures for socially and academically integrating the child into the daily schedule/activities of the kindergarten classroom.					
c) resources (e.g., special education services, adaptive equipment) needed for supporting the child's placement in the local elementary school mainstream.					
d) procedures for obtaining information or assistance from the former ECSE teacher after the child has been placed in the local elementary school.					
13. A home-school communication plan is developed to facilitate information sharing between the child's family and local elementary school personnel.					
14. A plan for monitoring and supporting the child's placement in the local elementary school is developed and includes:					
a) procedures to monitor child progress in the new placement and decision rules for determining if and when additional or a different type of intervention is needed.					
b) procedures for identifying and obtaining additional resources needed to support the child's placement.					
c) procedures to monitor children who may be ineligible for special education services once they enter the elementary school program.					

	IN PLACE	IMPLEMENTED CONSISTENTLY	WRITTEN		
			Procedures	Who	When
15. The placement plan is implemented, evaluated and, if necessary, revised after the child has transitioned into the local elementary school.					
16. A plan for transitioning the child into future local elementary school mainstream settings (i.e., first grade, second grade, etc.) is developed and implemented. This plan includes procedures for:					
a) changing the membership and scope of the local elementary school building-based planning team to include personnel from future settings.					
b) preparing the child and future settings and personnel.					
c) developing and implementing a placement plan.					
d) monitoring child progress and maintaining successful integration.					
17. The implementation and impact of the individual transition-planning process is reviewed by all participants, including the child's family, and necessary revisions are made for planning future transitions.					

APPENDIX E

Family and Professional Surveys

PROJECT TEEM

Family Survey - Transition Planning

June, 1988

Date: _____

Child's Name: _____

Person Completing This Form: _____

Relationship to Child: _____

Directions. We are collecting information about how parents are involved in their child's transition from Essential Early Education into the next school setting. Would you please help us collect this information by thinking about your child's transition and answering some questions? To answer the questions you will either:

1) make a check mark (✓) to indicate your answer;
2) circle the number which most accurately indicates your opinion; or
3) write an explanation to clarify your answer.

Your answers to these questions are voluntary. After you have answered the questions, please return them in the enclosed envelope. If you have any questions, please feel free to contact Michael Conn-Powers or Jane Ross-Allen at 656-4031. Thank you for taking the time to complete this survey.

Transition Planning from EEE to Present Placement

1. Did you receive information about your local school's procedures for transitioning your child from EEE into his/her current school placement? ____ yes ____ no

   If yes, how helpful was this information?

   1 2 3 4 5

   not at all helpful extremely helpful

   If you felt this information wasn't helpful, would you please explain what would have made the information more helpful:

   _____

   _____

2. Please check the activities the school **made available** to assist you in planning your child's transition?

   ____ Provided opportunities for you to visit your child's current school and classroom

   ____ Provided opportunities for you to visit other schools and classrooms

   ____ Invited you to attend meetings for planning the transition

   ____ Gave you information to prepare you for the transition planning meetings

   ____ Asked you for your input in making decisions about your child's transition

   What other activities did the school make available to assist you in planning your child's transition?

   _____

   _____

3. Please check the activities **in which you participated.**

   ____ I visited my child's current school and classroom

   ____ I visited other schools and classrooms

   ____ I attended meetings for planning the transition

   ____ I used the information provided by the school to prepare for the transition planning meetings

   ____ I gave my input in helping to make decisions about my child's transition

4. In what other ways were you involved in planning for your child's transition?

_____

_____

5. How satisfied were you with the opportunities you had for planning your child's transition?

1 2 3 4 5

not at all satisfied extremely satisfied

If you weren't satisfied with these opportunities, please explain why.

_____

_____

_____

6. How satisfied are you with your child's proposed educational placement and program?

1 2 3 4 5

not at all satisfied extremely satisfied

If you are not satisfied with your child's proposed educational placement and program, please explain why.

_____

_____

_____

7. What else do you feel would have improved planning your child's transition from Essential Early Education?

_____

_____

_____

THANK YOU VERY MUCH!

PROJECT TEEM

Transition Planning Survey

June, 1988

Date: _____

Person Completing This Form: _____

Position/Program: _____

Directions. The following questionnaire is designed to collect information which will enable us to determine the usefulness of the TEEM model for assisting your school to develop and implement a transition process. We are interested in knowing how well your school's procedures worked for transitioning **children who will enter the elementary school this fall (1988).** We ask that you complete this questionnaire based upon your knowledge and feelings concerning the transition planning for all children in which you participated.

Thank you for taking the time to complete this survey. Please return it in the enclosed envelope. If you have any questions or concerns, please contact Jane Ross-Allen or Pat Mueller Lewis at 656-4031.

Transition Planning from EEE to Present Placement

1. **Transition Planning Teams.** A major component of your school district's procedures for transitioning children from EEE into the local elementary school is the transition planning team, made up of the child's family, sending and receiving teachers, and administrators.

   * To what degree were you satisfied with your participation as a team member at these meetings?

   1 — 2 — 3 — 4 — 5

   not at all satisfied — neutral — extremely satisfied

   * To what degree were you satisfied with how the team as a whole functioned in planning this child's transition?

   1 — 2 — 3 — 4 — 5

   not at all satisfied — neutral — extremely satisfied

   * To what degree do you feel the transition planning team is an important part of the overall transition planning process?

   1 — 2 — 3 — 4 — 5

   unimportant — neutral — extremely important

2. **Child Preparation.** A second major component of your school district's transition procedures concerns preparing children for participating in the local elementary school mainstream.

   * To what degree were you satisfied with your school's procedures for preparing children to participate in the next educational setting?

   1 — 2 — 3 — 4 — 5

   not at all satisfied — neutral — extremely satisfied

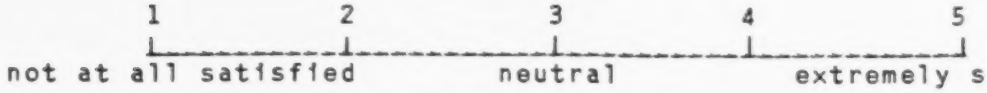
   * To what degree do you feel the procedures for preparing children are an important part of the overall transition planning process?

   1 — 2 — 3 — 4 — 5

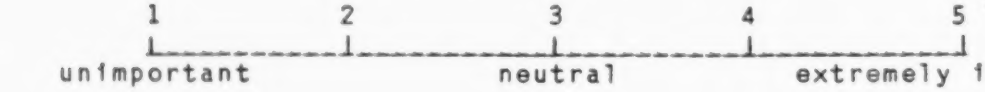
   unimportant — neutral — extremely important

3. **School Preparation.** A third major component of your school district's transition procedures concerns preparing the school for the children transitioning by identifying and obtaining resources necessary for supporting each child's transition and integration into the local elementary school mainstream.

   * To what degree were you satisfied with your school's procedures for preparing the school for the children transitioning?



   * To what degree do you feel the procedures for preparing the school are an important part of the overall transition planning process?



4. **Placement Plan Development and Implementation.** A fourth major component of your school district's transition procedures concerns the development and implementation of a plan for placing and integrating the children into the next educational placement.

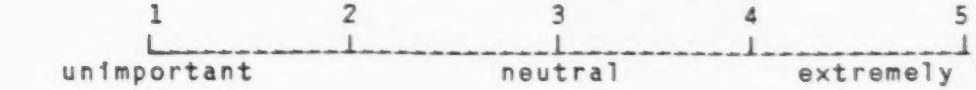
   * To what degree were you satisfied with your school's procedures for placing and integrating the child into the next educational placement (e.g., daily activities, methods of instruction, objectives).

   * To what degree do you feel the procedures for placing and integrating the children into the next educational placement are an important part of the overall transition process?

5. **Child's Follow-up.** A fifth major component of your school district's transition procedures concerns monitoring the child's participation in the local elementary school mainstream in order to maintain social and academic integration.

* To what degree were you satisfied with your school's procedures for monitoring the children who transitioned into the local elementary school mainstream last year?

* To what degree do you feel the procedures for monitoring the child are an important part of the overall transition planning process?



6. **Ongoing Transition Planning.** A sixth major component of your school district's transition procedures concerns the ongoing planning of the child's transition into future elementary education placements.

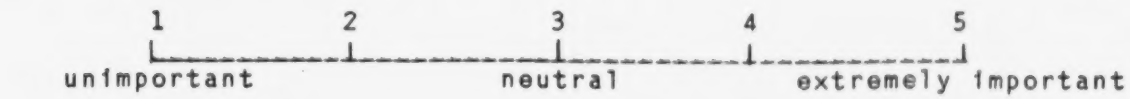
* To what degree are you satisfied with your school's procedures for planning the future transitions of children who transitioned into the elementary school last year?

* To what degree do you feel the procedures for planning future transitions are an important part of the overall transition planning process?

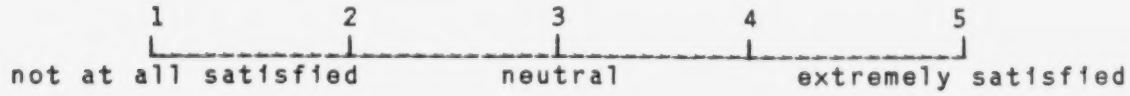
7. **Family Involvement.** A seventh major component of your school district's transition procedures concerns providing the child's family with information and opportunities for involvement in the transition process.

* To what degree were you satisfied with your school's procedures for informing the child's family about the transition process?

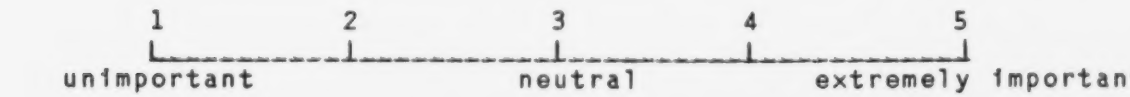
* To what degree do you feel the procedures for informing the child's family are an important part of the overall transition planning process?



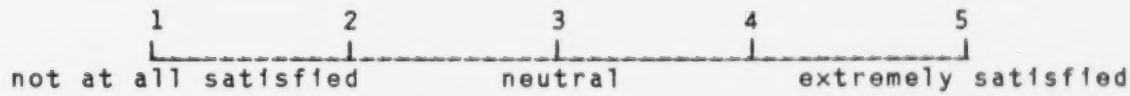
* To what degree were you satisfied with your school's procedures for involving the child's family in the transition process?



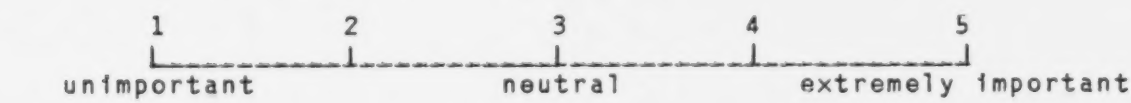
* To what degree do you feel the procedures for involving the child's family are an important part of the overall transition planning process?



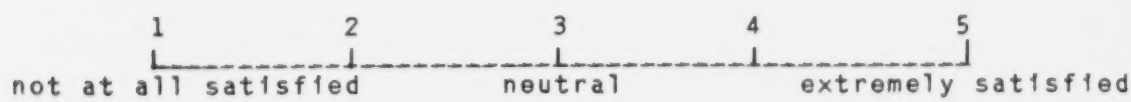
* To what degree were you satisfied with your school's procedures for establishing a communication system between the home and elementary school?



* To what degree do you feel the procedures for establishing a home-school communication system are an important part of the overall transition process?



8. To what degree are you satisfied with the children's proposed educational placement and program?



9. Have you and/or others in your district evaluated and revised your school's transition planning process?
_____ yes _____ no _____ not sure

10. If there have been revisions in your school's transition planning process, please indicate which components were revised and briefly specify **how** they were revised.

_____ Transition Planning Teams
_____ Child Preparation
_____ School Preparation
_____ Placement Plan Development and Implementation
_____ Child's Follow-up
_____ Ongoing Transition Planning
_____ Family Involvement

Comments: _____

_____

_____

_____

11. Please indicate which components need revision or "fine tuning"? If you feel some revision is needed, please briefly specify what the proposed revision(s) should address.

_____ Transition Planning Teams
_____ Child Preparation
_____ School Preparation
_____ Placement Plan Development and Implementation
_____ Child's Follow-up
_____ Ongoing Transition Planning
_____ Family Involvement

Comments: _____

_____

_____

_____

12. Additional Comments: _____

_____

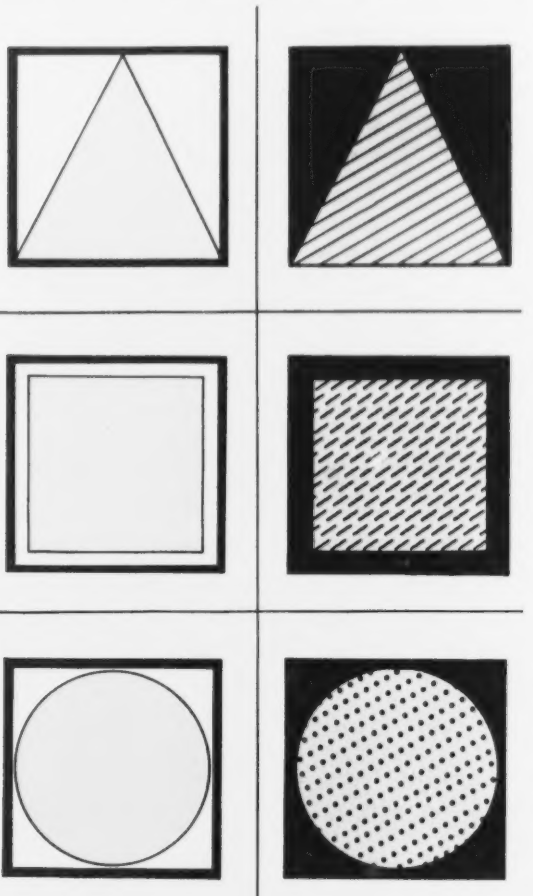
_____

THANK YOU VERY MUCH!

APPENDIX F

Brochure - Your Child's Entry Into
Elementary School: What Can You Do?

YOUR CHILD'S ENTRY INTO ELEMENTARY SCHOOL: WHAT CAN YOU DO?



When your child is five or six years old, he or she will leave the current preschool special education program and move into elementary school. Such transitions will occur each year as your child moves from one grade to the next. Any transition can be a time of both anticipation and concern for you and your child. The following suggestions are offered to assist you in preparing for your child's transition from preschool special education into elementary school, but they apply in any transition situation. The information presented will provide you with answers to some questions you may have. Suggestions are given for things that parents and teachers can do to insure that your child's transition into kindergarten or first grade is a positive experience.

What Changes Will Take Place For Your Child?

Your child will experience several major changes. He or she will move into a new classroom, usually in a different building, and will have new teachers who will have new rules and routines. Typically, elementary teachers will expect your child to be more independent and to learn in small and large group situations. Your child's new teacher may use materials and teaching procedures that are unfamiliar to your child. If

What Can You Do To Ensure A Smooth Transition For Your Child?

There are a number of things you can do to prepare both your child and yourself for the changes that will occur.

1. Find out about your school's procedures for transitioning children into the elementary school by asking your child's present teacher or the local special education administrator.
2. Be as actively involved as possible in planning your child's transition.
3. Observe all potential elementary school placements for your child (for example, kindergarten or first grade classroom). Meet with teachers and the building principal to find out what a typical day might look like. This information will help you decide your child's future placement in the elementary school.
4. When meeting with your child's future teachers, be sure to provide them with information about your child's abilities, likes and dislikes, your goals for him or her, and so forth.
5. Teach your child skills that will help him or her to participate in kindergarten or first grade, such as shoe-tying or dressing for the outdoors.
6. Take your child to the elementary school in advance to become familiar with the surroundings.
7. Since your child's future teachers may have less time to spend with you, find out how often and in what ways they will communicate with you about your child's education. If you feel that you need additional contact with the teachers, or different kinds of contact (for example, telephone calls instead of written notes), let them know.
8. You may want to talk with other parents whose children have already made the transition. They may be able to provide you with support and information based on their own experiences.

What Can Your Child's Present And Future Teachers Do To Ensure A Smooth Transition?

There are a number of things school personnel can do to prepare you and your child for the transition into the next elementary school setting.

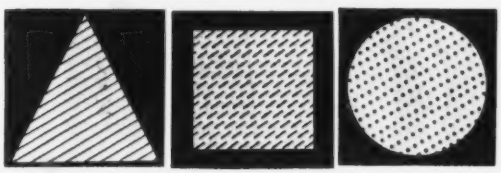
1. Give you information about the school's transition procedures.
2. Provide you with opportunities and choices for being involved in planning your child's transition.
3. Identify and teach your child skills that will help him or her to participate more independently and successfully in the next school setting.
4. Identify and obtain the resources that will be needed to make your child's placement a successful one.
5. Listen to and respect your ideas and decisions regarding your child's transition.
6. Develop, with you, an educational program for your child.
7. Identify, with you, how communication between home and school will occur.

your child needs services such as speech, language, occupational therapy, physical therapy, and so forth, the therapists may also be new. In addition, your child will meet new children and make new friends.

What Changes And Concerns Might You, As Parents, Experience?

The changes your child will experience are also changes that you will experience. You may be working with a new team of teachers and therapists to plan and carry out your child's educational program. You may have less contact with your child's elementary school teacher than you had with the preschool teacher. It may take time and energy to develop relationships with your child's teachers. You may find that your level of involvement in your child's education may be less as the new teachers take more responsibility and make fewer suggestions about activities to do at home. You may wonder whether or not you're doing enough to help out and may even feel a little left out. Finally, because of all the changes that your child will experience, you may feel anxious about how well he or she will adjust, and whether he or she will learn successfully and be accepted by the other children.

BEST OF ALL — WORK TOGETHER AS A TEAM!



This brochure prepared by and for parents through:

PROJECT TEEM

Center for Developmental Disabilities
University of Vermont
499C Waterman Building
Burlington, VT 05405

APPENDIX G

Course/Workshop Content

TEEM Project - EDSP 200

March 10, 1986 Workshop - Econolodge, So. Burlington, VT

Addison Northeast and Grand Isle Supervisory Unions

AGENDA

8:15 a.m. - 8:45 a.m.	- Registration
8:45 a.m.	- Overview of schedule and introduction of TEEM Project staff
9:00 a.m.	- Information re Essential Early Education (EEE)
9:25 a.m.	- Rationale for Transition Project
9:55 a.m.	- BREAK (collect tuition checks)
10:10 a.m.	- Presentation of case studies
10:30 a.m.	- Break into small groups and identify barriers to transition based upon review of case studies
11:10 a.m.	- Large Group - TEEM Model
12:15 p.m. - 1:15 p.m.	- LUNCH
1:15 p.m.	- Regroup into large group
1:40 p.m.	- Small Groups - Does the TEEM Model address the barriers to transition?
2:40 p.m.	- BREAK
2:50 p.m.	- Large Group - Discussion of follow-up meetings
3:30 p.m.	- Evaluation of Workshop - Closing comments

TEEM Project - EDSP 200

March 24, 1986 Workshop - Suzanna's, Berlin, VT

Central Vermont EEEP, Montpelier, Washington Central and Washington South Supervisory Unions

AGENDA

8:15 a.m. - 8:45 a.m.	- Registration
8:45 a.m.	- Overview of schedule and introduction of TEEM Project staff
9:00 a.m.	- Information re Essential Early Education (EEE)
9:25 a.m.	- Rationale for Transition Project
9:50 a.m.	- BREAK
10:10 a.m.	- Presentation of case studies
10:30 a.m.	- Cooperative Teaming Principles
10:50 a.m.	- Break into small groups and identify barriers to transition based upon review of case studies
11:30 a.m.	- Large Group - TEEM Model
12:15 p.m. - 1:15 p.m.	- LUNCH
1:15 p.m.	- Regroup into large group
1:40 p.m.	- Small Groups - Does the TEEM Model address the barriers to transition?
2:40 p.m.	- BREAK
2:50 p.m.	- Large Group - Discussion of follow-up meetings
3:30 p.m.	- Evaluation of Workshop - Closing comments

TEEM Project - EDSP 200

Addison Northeast Supervisory Union

Workshop 2 - June 19, 1986

AGENDA

8:30 - 9:00	Arrival - Coffee/Snacks
9:00	Large Group - Purpose/Feedback/Overview of Agenda
9:30	Large Group - Process for Generating Policies
10:15	**BREAK**
10:30	4 Small Groups (Blue, Green, Red, Orange) - Generate Policy Statements
12:15 - 1:15	**LUNCH and Clean-up**
1:15	Regroup into Large Group
1:20	2 Medium Groups (Blue/Green, Red/Orange) - Further Consolidation of Policy Statements
2:00	**BREAK** or finish up in medium groups
2:15	2 separate activities

1. Policy Group (the Triangles)
   a) consolidate & refine policy statements into final draft
   b) identify procedures for presentation of policies to superintendent

2. 4 Heterogeneous Groups

   determine if individual school procedures meet evaluation criteria

2:45	Policy Group shares policies and procedure for presentation to Superintendent
3:00	Wrap-Up/Closing Comments

a) Homework Assignment
B) Evaluation of Today's Workshop

PROJECT TEEM - EDSP 200

August 26, 1986 - Econolodge, So. Burlington, VT

Workshop 2 - Grand Isle Supervisory Union

AGENDA
(revised 8/26/86 at workshop)

8:15 a.m.	-	Arrival/Coffee, Muffins
8:30 a.m.	-	Introduction/Set Timelines
8:45 a.m. - 9:40 a.m.	-	Small Groups (administrative/follow-up, preparation, placement discuss revised activities/procedures/ timelines)
9:40 a.m. - 11:30 a.m.	-	Large Group (go through activities/ procedures/timelines, make necessary revisions and reach consensus on steps/timelines)
11:30 a.m. - 12:50 p.m.	-	LUNCH
12:50 p.m. - 2:00 p.m.	-	Large Group (continue morning work; review and reach consensus on personnel responsible)
2:00 p.m.	-	Closing/Evaluation of Workshop

P R O J E C T T E E M - E D S P 2 0 0

Workshop 2 - New England Culinary Institute

Central Vermont EEEP, Montpelier,
Washington Central and Washington South Supervisory Unions

October 6, 1986

AGENDA

8:15 - 8:45	-	Registration/Coffee/Review Materials
8:45	-	Welcome/Overview
9:00	-	Large Group Presentation: Available Resources (Philip VanOrman)
9:45	-	BREAK
10:00	-	Large Group Presentation: Individual, Competitive, Cooperative Goal Structures
10:30	-	Small Groups: Distinctions Among Individual, Competitive, Cooperative Goal Structures
11:50	-	Discussion of Small Group Activity
12:00	-	Opportunity to Review Mainstreaming and Transition Materials
12:15	-	LUNCH
1:10	-	Reconvene into Large Group - Presentation: Collaborative Skills for Cooperative Teams
1:45	-	Small Groups Practice Collaborative Skills
2:30	-	BREAK
2:45	-	Small Groups Reconvene
3:30	-	Wrap-Up Homework Workshop Evaluation

P R O J E C T T E E M - E D S P 2 0 0

Workshop 3 - Holiday Inn, Waterbury Center

Central Vermont EEEP, Montpelier,
Washington Central and Washington South Supervisory Unions

March 16, 1987

AGENDA

8:30 a.m. - 9:00 a.m.	-	Registration/Coffee
9:00 a.m.	-	Introduction
9:30 a.m.	-	Lisbeth Vincent, "Family Involvement in Transition"
10:30 a.m.	-	BREAK
10:45 a.m.	-	Lisbeth Vincent
11:45 a.m. - 12:50 p.m.	-	LUNCH
1:00 p.m. - 1:25 p.m.	-	Directions/Preparations for Small Groups (by school)
1:25 p.m. - 2:30 p.m.	-	Small Group Activity
2:30 p.m. - 3:45 p.m.	-	Large Group - Sharing of Concerns/Issues re Family Involvement
3:45 p.m. - 4:00 p.m.	-	Workshop Evaluation

P R O J E C T T E E M - E D S P 2 0 0

Workshop 3 - Living/Learning Center - UVM

Addison Northeast and Grand Isle Supervisory Unions

March 17, 1987

8:30 a.m. - 9:00 a.m.	-	Registration/Coffee
9:00 a.m.	-	Introduction
9:30 a.m.	-	Lisbeth Vincent, "Family Involvement in Transition"
10:30 a.m.	-	BREAK
10:45 a.m.	-	Lisbeth Vincent
11:45 a.m. - 12:50 p.m.	-	LUNCH
1:00 p.m. - 1:25 p.m.	-	Directions/Preparations for Small Groups (by school)
1:25 p.m. - 2:30 p.m.	-	Small Group Activity
2:30 p.m. - 3:45 p.m.	-	Large Group - Sharing of Concerns/Issues re Family Involvement
3:45 p.m. - 4:00 p.m.	-	Workshop Evaluation